

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Jason Pohlmeier

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Joseph Catholic School

(As it should appear in the official records)

School Mailing Address 1722 N Starr Drive

(If address is P.O. Box, also include street address.)

City Fayetteville State AR Zip Code+4 (9 digits total) 72701-2937

County Washington State School Code Number\* N/A

Telephone 479-442-4554 Fax 479-442-7887

Web site/URL http://www.sjfay.com/ E-mail jpohlmeier@sjfay.com

Facebook Page  
www.facebook.com/pages/St-  
Joseph-Catholic-

Twitter Handle \_\_\_\_\_ School/347994721959152 Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Mrs. Vernell Bowen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: vbowen@dolr.org

Other)

District Name Catholic Diocese of Little Rock Tel. 501-664-0340

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Sara Bishop

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)  
 Middle/Junior high schools  
 High schools  
 K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural
3.  Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	13	33
K	22	21	43
1	21	14	35
2	19	22	41
3	14	24	38
4	22	14	36
5	23	19	42
6	21	14	35
7	13	20	33
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	175	161	336

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 3 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 11 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	336
(5) Total transferred students in row (3) divided by total students in row (4)	0.110
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 18 %  
62 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 12 %  
 Total number students who qualify: 41

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

N/A

9. Students receiving special education services: 2 %  
29 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	2 Specific Learning Disability
0 Emotional Disturbance	20 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## PART III – SUMMARY

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School Mission Statement: St. Joseph Catholic School brings students closer to Christ through academic excellence, respect for life, and community service.

St. Joseph Catholic School is a parochial PreK-7th grade school located in Fayetteville, Arkansas. The school was first established in 1878 by a group of Mexican nuns, 34 years after the Church was founded. Several religious orders offered educational programs for varying periods of time. In 2001, St. Joseph Parish received Vatican approval to construct a combination church and educational facility on the same property where the Church was first established in 1844. Construction was completed in 2002 and has been the home of St. Joseph Catholic School since. In 2012, St. Joseph Catholic School expanded into the DeBriyn Family Life Center addition. This building houses a full-size gymnasium for physical education and athletics, art and music rooms, and four classrooms. St. Joseph educates over 330 students in pre-kindergarten through the 7th grade. 8th grade will be added in August, 2014.

St. Joseph Catholic School is located in the hometown of the University of Arkansas and is near the corporate headquarters of Walmart, Tyson, and J.B. Hunt. School families represent diverse religious, ethnic, and socioeconomic backgrounds. 89% of students are Catholic, while 11% identify themselves with various Christian and non-Christian faith backgrounds. Nearly 70% of parents have a Baccalaureate or advanced degree. 58% of families earn above \$100,000 annually and 12% earn less than \$40,000 a year. Student diversity continues to grow. In three years, the school's non-white population has increased from 23% to 32%. Two major factors have contributed to this increase. First, the school has increased its level of financial aid and scholarships to \$100,000. Secondly, the school has recruited a more diverse student body through marketing and relationship building. The pastor, school leadership, and school board strongly believe that any families in the parish who seek a Catholic education are welcome.

The St. Joseph Catholic School staff consists of a principal, assistant principal/athletic director, two office staff, twenty classroom teachers, four teacher assistants, a media specialist, art teacher, physical education teacher, music teacher, technology teacher, Spanish teacher, three cafeteria employees, Title I teacher, and Resource teacher. Support staff such as custodians are shared with the Church. All instructional faculty have a minimum of a bachelor's degree, and one-third of classroom teachers hold advanced degrees.

St. Joseph Catholic School is achieving Blue Ribbon excellence in many areas as evidenced by these accomplishments and programs.

- Growing enrollment: K-7th grade enrollment has increased 20% in three years. (+50 students)
- Retaining students through graduation: Middle school attrition (5th entering 6th) has been reduced from over 30% to 10% in the past five years.
- Sustained academic excellence: When analyzing the SAT10 data for every grade level (1st-7th) over the past five years, the school scores at least 20 percentile points above the national average in every major subject area and every grade level.
- No child is left behind: Of the 176 students tested in grades 3-7 in 2013, not one child scored in the bottom quartile (25%) on the complete battery of tests on the Stanford Achievement Test.
- College entrance testing preparation: During the past five years, two 7th grade students have achieved national recognition for scoring at least a 25 on the ACT exam and ten students have achieved state recognition for scoring at least a 20.
- Curriculum updating and implementation: Following the implementation of a new math curriculum for elementary students, the 2013 4th grade class scored above the 90th percentile, 40 points above the national average.
- Student leadership: Middle School Ambassador program for students to develop leadership skills and practice service learning; past beneficiaries have included 7 Hills Homeless Center, Loving Choices Pregnancy Care Center for new mothers, EOA Children's House for abused/neglected children, and local food pantries.
- Technology: Interactive whiteboards in 75% of classrooms and beginning to purchase and implement a laptop program for upper grades.

- Extending learning: K-7 students participate in two to four field trips annually. The Walton Arts Center is a favorite for performing arts while the Crystal Bridges Museum of American Art introduces students to great works of art. 6th graders attend an overnight trip to the Ozark Natural Science Center. The graduating class participates in a faith-based tour of Washington, D.C. each April, and every student attends, regardless of ability to pay.
- Diverse and rich programming: Five full-time and one half-time specials/enrichment teachers in music, art, physical education, technology, Spanish, and the media center.
- Vibrant enrichment opportunities: Chess Club, Spanish Club, Angel Choir, Junior Legion of Mary, Ambassadors, Battle of the Books, Science Fair, Spelling Bee, Athletics (basketball, volleyball, cheer, Kids Marathon, First Tee golf, soccer clinics)
- Middle school fine arts electives: Students can choose band, choir/drama, or advanced art.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A.

Students, parents, and St. Joseph Catholic School faculty take great pride in achieving excellence on the yearly standardized assessments. In coordination with the Diocese of Little Rock, St. Joseph Catholic School administers the Stanford Achievement Test, 10th edition (SAT10) each spring to students in grades 1-7. Results are reported to the school by grade level, homeroom classes, and individual students. Specific data measurements provided are raw scores, scaled scores, percentile ranks, and normal curve equivalents. The number of students in national quartiles is also provided.

School administrators and teachers work together to examine the results from various angles: all-school, grade-level, classroom, and individual students. The target percentile rank for class and grade summaries is 70 and above in all areas, but especially in Total Reading, Total Math, and the Complete Battery. The school's expectation is that students collectively score 20 points above national norms (percentile rank of mean NCE). Scaled scores in the top 15% of the country in reading and math as communicated by the Council for American Private Education (CAPE) are considered benchmarks for proficient to advanced student outcomes. Additionally, teachers closely examine the School Clusters Summary Report to identify any sub-test and/or curriculum clusters where classes or individual students scored below proficient levels. Students falling below targeted levels are eligible for specialized instruction from classroom teachers, extra support from teacher assistants, instruction from the Title I teacher and referral, if necessary, for special education testing and services.

B.

Note: The Diocese of Little Rock scores the SAT10 exams for all Catholic schools in Arkansas. Demographic information is not collected during the testing process, thus, data for subgroups is not included in reports. Also, St. Joseph Catholic School does not have at least 10 students in any grade-level subgroup.

St. Joseph Catholic School is proud of its sustained excellence on annual standardized assessments. The school has exceeded the Blue Ribbon cut-off scores of the 85th percentile of national school norms (school mean scale score) in four of the past five years.

Additional examples of sustained excellence:

(Data below uses percentile ranks of mean NCE for entire grade levels.)

- On the complete battery of tests for grades 3-7 for the past five years, students have achieved the school's target of the 70th percentile 23 of 25 possible times. The 80th percentile was achieved 5 times.
- In Total Reading for grades 3-7 for the past five years, students have achieved the school's target of the 70th percentile 22 of 25 possible times. The 80th percentile was achieved 10 times.
- In Total Math for grades 3-7 for the past five years, students have achieved the school's target of the 70th percentile 18 of 25 possible times. The 80th percentile was achieved 6 times.
- In Total Science for grades 3-7 for the past five years, students have achieved the school's target of the 70th percentile 25 of 25 possible times. The 80th percentile was achieved 15 times.

In Total Social Studies for grades 3-7 for the past five years, students have achieved the school's target of the 70th percentile 23 of 25 possible times. The 80th percentile was achieved 7 times.

Math performance in grades 3-5 has shown steady gains over the past five years while grades 6 and 7 have remained consistently high. Mean scaled scores have increased 17 points in 3rd grade, 32 points in 4th grade, and 8 points in 5th grade (2009 to 2013). Various practices have potentially impacted these increases. Teachers have worked collaboratively to plan for and implement daily math lessons. While daily homework in these grades has traditionally focused on reading and literacy, an additional math homework

component was emphasized to involve parents in reinforcing math concepts taught in the classroom. The school adopted and successfully implemented the Saxon Math series in 2012-2013. This curriculum has an incremental structure that distributes content throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills. Students are constantly reviewing material taught earlier in the year.

Overall, Total Math scores remain consistently high with little variance. Specific five-year grade level ranges are:

3rd grade: 632 to 651 SS (61-75 PR)

4th grade: 660 to 692 SS (74-91 PR)

5th grade: 677 to 687 SS (71-79 PR)

6th grade: 681 to 704 SS (60-78 PR)

7th grade: 698 to 724 SS (67-84 PR)

Regarding reading, scores have consistently met and exceeded the school's target goals. During this five year timeframe, the school has adopted and implemented a new K-7 reading curriculum, strengthened its usage of Accelerated Reader goal setting and STAR diagnostic testing, increased its early elementary emphasis on phonics for beginning readers, and added non-fiction reading requirements across grade levels.

Like Total Math, Total Reading also shows consistent scores with little variance from year to year. Specific five-year grade level ranges are:

3rd grade: 647 to 667 SS (64-80 PR)

4th grade: 668 to 685 SS (73-85 PR)

5th grade: 678 to 690 SS (72-81 PR)

6th grade: 690 to 713 SS (68-86 PR)

7th grade: 708 to 715 SS (78-82 PR)

## **2. Using Assessment Results:**

a) St. Joseph Catholic School relies annually on the Stanford Achievement Test data to analyze and improve student learning and instructional effectiveness. Scores not achieving the target of 70th percentile are identified for improvement. This includes overall classroom scores, individual students, and specific subtests and clusters. Students with unusually low test scores below the 50th percentile are referred to the student assistance coordinator and/or principal for additional help. One such current 5th grade student saw a 40 point increase in the Total Math score in just one year with extra support.

In kindergarten and 1st grade, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA) are administered at various times to assess growth. When intervention is needed, a Title I teacher is available for student support. Students in grades 2-7 take the STAR Reading test two to three times per year. This assessment gives immediate feedback to the teacher by measuring 46 reading skill areas within 11 domains. Teachers also receive valuable data as to a student's reading grade equivalent (GE) and can then assist the student in selecting challenging, yet enjoyable reading material. The St. Joseph Catholic School 7th grade class upon graduation from the school leaves with an average reading GE of 11th grade, 7th month.

b) Results from DIBELS, DRA, and STAR Reading assessments are provided throughout the year to parents. Teachers and parents work together to help students develop a love for reading.

In May of each year, St. Joseph Catholic School provides parents and students with a student summary report for the April SAT10 assessment. Families are able to see a student's performance levels in each testing area - reading, math, science, social studies, language, spelling, listening, and the complete battery. Scores are reported as raw scores, scaled scores, normal curve equivalents, and percentile ranks, so the school provides additional information to help parents better understand the numbers. A bar graph showing percentile ranks provides a useful visual. Parents also receive a subtest report that shows their student's performance on specific skills within each area; this report identifies mastery, average, and below average skills.

Standardized test results are important to many parents in the community, so the school seeks opportunities to share results. The school administration uses the church bulletin, weekly Principal's letter, and email communications to inform the greater community of the school's assessment successes. One such "brag point" is that not one student in grades 3-7 scored in the bottom quartile (25%) on the complete battery of tests in 2013. No child is left behind at St. Joseph!

### **3. Sharing Lessons Learned:**

The school's principal is the co-author with Dianne Hoff, current Dean of the College of Education of West Georgia, of *Legal Issues for Maine Educators*. While an elementary school principal in Maine for nine years, the principal also served as an adjunct faculty member at the University of Maine. The course and book were designed primarily for those aiming to become school leaders in Maine; however, the primary focus on federal law has been helpful to teachers in schools in both Maine and Northwest Arkansas. The principal has also been a speaker at the National Catholic Education Association conference on the challenges of merging schools and has assisted multiple schools going through that process.

The school's media specialist presented a session at the annual Diocesan Professional Day highlighting how interactive whiteboards can be utilized to engage students in active learning. She has also presented on effective organizational techniques using the McGraw-Hill Treasures reading program.

The school's technology coordinator is working towards certification as a Google Certified Teacher (GCT). As a part of this program, the teacher has led at least three local professional development activities over the course of twelve months, successfully deployed the school on to Google Apps for Education, is participating in the GCT online community, and will share the impact of her work with other Google Certified Teachers through mid-year and end-of-year reflections.

The school principal and assistant principal serve on school accreditation committees, which are a required element of non-public school accreditation in Arkansas. Faculty members are represented in a variety of professional organizations including the Fayetteville Parks and Recreation Youth Sports Advisory Board, Fayetteville Public Library Board, the National Association of Social Workers and the National Art Educators Association.

The Middle School Ambassadors created a video called "Love One Another" to highlight how students can show acceptance and love for one another in various settings. Set to music, the seven minute video involved 30 students and three staff members. It was shown to the entire school at the annual talent show. This fall, a local community group focused on helping 5th grade girls with self-acceptance and other peer issues asked to use the video as a part of their parent program. The school philosophy regarding student behavior and bullying policies were also shared as model examples. The video was so well received by the parents that it was added to the student program.

### **4. Engaging Families and Community:**

The St. Joseph Catholic School administrative team and faculty value the involvement and input of school parents, church parishioners, and community members. An active and highly visible Parent-Teacher Organization leads and supports many activities throughout the year. Examples include:

- August Meet the Teacher and Open House events: parents start the year by getting to know their child's teacher and his or her expectations and goals. This is also an annual opportunity for the pastor, the principal and the PTO president to share goals for the year.
- Monthly Spirit Days and Class Competitions: students and families support the school's mission by contributing goods and money to various causes.
- Fiesta Auction: a major fundraising event supporting technology upgrades and student scholarships; the school's Hispanic community comes together to prepare a delicious feast.
- Spirit of Christmas Spaghetti Dinner: supports faculty and staff Christmas gifts.
- Fall Fun Fest: a Halloween themed night with games and activities for all ages.

- Natural Playground improvements: funds from PTO activities were used to make major improvements to the safety and enjoyment of the school's outdoor playground areas. A ½ mile paved trail, berms with tunnels, swing sets, fitness stations, and boulder climbing area were installed.

Men's Night: this annual fundraising event includes a steak dinner as well as live and silent auction items. While sponsored by St. Joseph school parents and parishioners, the event targets those outside the school community, thus introducing them to those who value the excellent academic and social environment offered at SJCS.

The newly formed Athletic Boosters is also helping to improve the school's physical education and athletic environment. An executive committee of parents and community members provide direction and support. Activities and accomplishments include:

- Designed an official Panther for spirit wear to increase visibility in the community.
- Placed 1st in the University of Arkansas' Sweat Haws program for promoting physical fitness and athletic participation.
- Involved over 30 volunteer parents in coaching youth sports teams
- Hosted community-wide youth basketball games for the local Boys and Girls Club.
- Started three new athletic opportunities for students: cheer, Kids Marathon, and volleyball.
- Provided after-school soccer and golf clinics led by local high school coaches and golf professionals.
- Recognized students in grades 4-7 and community supporters at the first annual Panther Awards Night.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Traditionally, Catholic schools strive to educate the whole person by promoting the spiritual, moral, physical, creative, and intellectual development of each student. St. Joseph Catholic School's core curriculum is guided by the Diocese's In Spirit and Truth standards guide.

**Reading / Language Arts:** SJCS seeks to develop outstanding communication skills - listening, speaking, reading, and writing - so that students gain confidence and competence. Research skills related to media and technology are integrated throughout the Language Arts curriculum. Students graduate from 7th grade with the ability to read at an 11th grade level (grade equivalency, STAR Reading) and can compose 500-1,000 word persuasive essays and short stories. A highlight of each school year is hearing the graduates stand at the church ambo confidently delivering farewell speeches.

**Mathematics:** Math reflects the order of God's universe and helps students develop their ability to reason and think critically, logically, and creatively. Starting in 4th grade, students are provided with leveled instruction according to math understanding and ability. Some students work at grade level while advanced math students progress more quickly and work above grade-level. Students taking Algebra 1 in 7th grade receive high school transcript credit at the local public schools.

**Science:** The SJCS science curriculum helps students see their impact on the natural world and seek to better understand and appreciate God's creation. St. Joseph students have an annual presence on the winners stage at the Northwest Arkansas Regional Science and Engineering Fair. 6th grade students annually participate in an overnight natural science immersion field trip to the Ozark Natural Science Center.

**Social Studies:** The goal of social sciences at SJCS is to discover those social forces and historical events, which have influenced human and societal development. This gives students a global perspective to accept responsible membership in their world. Highlights of the curriculum include the 5th grade "People who Made a Difference-20th Century Living Museum" unit and the 6th grade Black History Month cross-curriculum unit incorporating *The Watsons Go To Birmingham*. SJCS students also learn how the Church has shaped human civilization over time.

**Visual and Performing Arts:** St. Joseph Catholic School is fully invested in providing all students with opportunities to develop their God-given talents in the visual and performing arts. Students recognize that they glorify God when they create a work of art, lift up their voices in song, or learn to play an instrument. (Additional information provided in Part V, question 4.)

**Physical Education / Health / Nutrition:** Physical education provides experiences that contribute to the psychomotor and cognitive development of each student. Participation leads to the development of self-confidence, social skills, and an appreciation of God's gift of life and movement. Physical education is provided to all students at least three times per week along with daily recess. Students participate in developmentally appropriate activities in a new full-size gymnasium as well as on the natural playground and running trail. The PE instructor also teaches middle school health.

**Technology:** SJCS believes all students should be educated in the use of technology as they engage in today's world. Beginning in kindergarten, students start actively using computers. By 5th grade, all students have developed intermediate to advanced keyboarding skills. Students also learn the application and use of digital cameras, video recorders, photo and video editing software, Wiki pages, blogs, glogs, interactive whiteboards, tablets, presentation software, spreadsheets, and shared documents.

**Foreign Language:** St. Joseph Catholic School is in compliance with the Arkansas and Blue Ribbon program's foreign language requirements. 100% of 6th and 7th grade students have 40 minutes of Spanish instruction per week for the entire school year. Students in every grade level have Spanish one or two times per week. In 2010-2012, 100% of students in middle school also had 80 minutes per week of Latin

instruction. 8th grade students will have the opportunity to take a Spanish 1 class for high school credit in fall 2014.

College and Career Readiness: SJCS understands the need to prepare students for their English and mathematics high school coursework so they can succeed in postsecondary coursework without the need for remediation. Over 85% of SJCS graduates qualify to enroll in pre-Advanced Placement English and accelerated mathematics courses at local public junior high schools.

## **2. Reading/English:**

The literacy program at St. Joseph Catholic School is designed to develop strong independent readers, proficient writers, analytical thinkers, and confident speakers.

At St. Joseph Catholic School, the literacy program focuses on developing lifelong readers. Teachers encourage and promote reading by integrating reading and writing across all content areas. Technology and media are used to assist in preparing for the increasing demands of the 21st century learner. To facilitate this goal teachers support diverse learners by varying their teaching styles.

St. Joseph Catholic School utilizes a balanced approach to literacy that incorporates the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. The students are instructed in various ways to accomplish the school's literacy goals. Literacy instruction is driven by standardized assessment and by teacher evaluation of each student's strengths and weaknesses through summative, formal, informal, and ongoing assessments.

In grades K-2, literacy instruction focuses on building the foundation for students to become lifelong readers and writers. Various methods are utilized as students' growth needs are met. Students are instructed using whole group, and small guided reading groups. Guided reading groups allow teachers to meet the needs of all of their students. These groups are formulated using the DRA (Developmental Reading Assessment). Students are instructed using leveled readers, Macmillan McGraw-Hill Treasures reading series, and by using the STAR reading assessment. Teachers in 2nd grade utilize Accelerated Reader to evaluate and encourage comprehension.

In grades 3-7, literacy instruction focuses on developing the lifelong reader. Students are instructed using whole group instruction with explicit teaching. Students are exposed to fiction and nonfiction, genre studies, and various novels. The STAR reading assessment is given 2-4 times per year as a form of measuring students' reading level. Accelerated Reader is used to evaluate and encourage comprehension. Six-Traits Writing is being taught and utilized in the intermediate grades.

Students in grades K-3 who are considered struggling readers receive services through the Title I program for additional one-on-one or small group instruction. During this time they focus on the skills that they need to become proficient readers and writers.

## **3. Mathematics:**

St. Joseph Catholic School students are instructed in math as outlined in the Diocesan curriculum, In Spirit and Truth, which incorporates the current Common Core State Standards.

The SJCS math program in grades K-3 is a spiraling curriculum in which each lesson teaches a new concept using hands-on learning. Calendar boards and manipulatives increase student understanding of material taught before paper and pencil work begins. Technology is incorporated as students use the interactive whiteboard to solve problems and demonstrate their work to partners, small groups or the whole class. Each lesson also includes practice on previously taught concepts, and students are assessed every ten lessons. Math fact practice is completed every day.

The SJCS math program in grades 4-7 operates with a tiered system to meet the needs of all levels and abilities of students. 4th and 5th grade students are split into two leveled groups (grade level and advanced).

The 6th and 7th grade classes are split into three levels ranging from 6th grade math to Algebra 1 (7th only). Each student is assessed individually to allow for developmentally appropriate instruction. The leveled instruction and small class size (approx. 10 students each) allow an opportunity for students performing at or below grade level to receive extra assistance as well as an opportunity for more advanced students to excel. The most advanced students participate annually in the local MathCOUNTS competition.

The comprehensive math curriculum has an online element available for each student which includes the textbook, extra practice, quizzes for each lesson, online tutors, and homework help. Along with this online resource available to all students, St. Joseph math teachers utilize interactive whiteboard (IWB) instruction daily. As needed, technology is used to enhance a math idea or concept with tools such as spreadsheets, graphing calculators, PowerPoint, and online graphing programs.

Middle school classroom grades include a math lab portion which is used to introduce or reinforce ideas using hands-on and practical exercises that allow students to relate what they are learning to real life. The labs are performed in small groups to encourage and practice teamwork, creative thought processes, and idea sharing.

#### **4. Additional Curriculum Area:**

At a time when some schools are struggling to provide meaningful arts programs, St. Joseph Catholic School is committed to building students' appreciation of and involvement in the arts, both visual and performing. Teachers and students acknowledge that we honor God when we use our talents and gifts to celebrate and praise Him. St. Joseph has both a full-time music teacher and a full-time visual arts teacher who daily help students to discover their artistic and creative talents.

Students in visual arts classes participate in a variety of lessons and techniques, including drawing, painting, pottery, mixed media, design elements, crafts, and folk art. Students also study many artists from a broad spectrum of time periods and styles of art. Every student in grades 1-7 receives at least 50 minutes of visual arts instruction weekly. Middle school students are allowed to add a second art class, Advanced Art, to their schedule as an elective. This course adds an additional 100 minutes per week for Advanced Art students. The past two years, St. Joseph Catholic School students placed first and second in the state of Arkansas for the Knights of Columbus Substance Abuse Awareness poster competition.

SJCS students praise God with their voices and musical talents. Students perform in annual music programs at Christmas and Easter to honor Christ's birth, life, death, resurrection, and ascension. Every student in the school receives at least 50 minutes per week of music instruction. Middle school students are able to select band or choir/drama. The band meets for 150 minutes per week to introduce students to an instrument of their choosing. The choir/drama class meets for 100 minutes per week. An after-school Angel Choir is a popular activity for students in grades 3-7. This talented group of students has been asked to sing at many venues around the community (National Anthem at collegiate baseball games, Lights of the Ozarks Christmas Carols, Veterans' Day programs) and has even produced and sold a CD of their music.

The SJCS arts teachers recognize that students can acquire and use skills from homeroom classrooms in the arts classroom. It is not unusual to see students using math, literacy, history, and other core subjects in the visual and performing arts classrooms. St. Joseph Catholic School is proud of its vibrant and meaningful arts instruction and will continue to provide students with this important component of a well-rounded educational program.

#### **5. Instructional Methods:**

St. Joseph Catholic School serves a diverse population and places differentiated instruction as a priority in helping students meet learning goals. In addition to traditional teacher-led instruction, students are engaged on a daily basis in integrated technology activities and student-led projects. By incorporating technology into classroom themes, students have created PowerPoint presentations about the changing colors of the leaves in the fall and what causes it and about Native American civilizations, tri-fold brochures about people who have influenced the world, and Glogs about a Saint of their choice using Google blogs. The Saints Glogs will

be featured in an upcoming National Catholic Education Association publication.

Students who experience difficulty receive specialized instruction from the classroom teacher, through peer learning, with the support of teacher assistants, as well as pull-out instruction and Title I programming. The Title I teacher is ESL certified as well. English Language Learners are also assisted by the school's Spanish teacher, especially when they are in classroom testing situations or having difficulty with everyday class work. Special Education services are provided for students in grades K-7, with particular focus on speech and language areas. An enrichment teacher serves students in grades 3-7 to provide support in organization, work completion or classroom modifications that will help the child succeed.

Those students who need more challenging learning opportunities are offered enrichment work within the classroom or additional pull-out instruction. The math program is manipulative-based through grade three, so students are actively engaged in the learning process. Advanced level math classes beginning at grade four are offered to eligible students based on standardized test scores, academic performance and teacher recommendation. Nearly 30% of SJCS students are completing Algebra 1 as 7th graders. Technology is used throughout the academic day since 75% of classrooms have interactive whiteboards; 100% of classrooms have computers for student use and document cameras or projectors for learning. Beginning in grade two, students participate in the Accelerated Reader program to improve reading comprehension. After a student completes the STAR Reading assessment, classroom teachers meet individually with students to set reading goals for the next quarter. The technology instructor coordinates with classroom teachers on thematic units of study.

## **6. Professional Development:**

Like in many non-public schools around the country, the St. Joseph professional development budget is not as robust as is provided by public schools. Therefore, the school administrative team employs creative methods to advance the professional development of faculty and staff. The Catholic Diocese of Little Rock provides an annual day of inservice, which includes both religious and nonreligious/academic training. SJCS teachers have offered workshops during this annual inservice day on topics such as how to organize and use the Diocesan reading program most effectively. Many local resources are also utilized to improve academic standards and support student achievement:

A local cooperative agency provides one to three day workshops, usually during the summer on Common Core instruction, math methods, science exploration and technology.

- St. Joseph serves as a host site for workshops provided by ANSAA, the non-public accrediting agency for Arkansas. Recent topics have included writing across the curriculum, Arkansas history, improving instruction (focused on Ted Whitaker's What Great Teachers Do Differently), and curriculum mapping.
- Five in-service days at the beginning of the school year are used for professional development in targeted areas: curriculum, and instruction (focused on a five year cycle of textbook adoption by the Diocese), evaluation of local and Diocesan test scores from the previous year, and technology.
- The local public school has provided speakers on effective techniques to use with students on the Autism spectrum, response to intervention techniques, when to make a special education referral and strategies to improve instruction to reach all learners.
- The University of Arkansas has provided speakers on differentiated instruction techniques.
- SJCS teachers provide workshops for one another on 6+1 Traits of Writing, Discipline with Purpose and technology training (including using Google tools, best practices with interactive whiteboard technology and creating classroom web pages).
- Teacher surveys have been the most effective method to determine areas of need and interest; however, standardized test scores serve a key role in administrators' decision-making regarding allocation of resources for training. Arkansas law currently requires 60 hours per year of inservice training for certified teachers, so the school's efforts are continual and purposeful in order for students to improve and grow in their learning.



## 7. School Leadership

The leaders at St. Joseph employ a servant leadership model in helping all faculty and staff recognize their unique role within the school community. Both the school principal and assistant principal/athletic director realize that leading by example is the most effective method of building relationships and ensuring that all are cognizant of the institution's goals. Specific examples include the following:

- The principal and assistant principal/athletic director are usually the first in the building in the morning and/or the last out each day. This practice shows that they are available for the needs of students, teachers and parents and provide proper supervision of activities that meet the goals of the institution.
- While the primary focus of the institution is academic learning, the principal has instituted all-school daily morning prayer to ensure that academic excellence occurs as a result of the gifts we are given. Included is the recitation of our school motto, flag salute, recognition of birthdays and other achievements.
- All policies and procedures for faculty, staff, parents and students have been carefully reviewed in the past three years by the school board, pastor, principal and assistant principal/athletic director to be sure they are necessary, relevant and consistent with the school's mission and philosophy. These are also reviewed yearly by the principal with the faculty and staff and communicated regularly through the parent newsletter.
- The assistant principal/athletic director conducted a faculty inservice on classroom management designed to show how effective classrooms increase student learning time and achievement.
- Both the principal and assistant principal/athletic director teach in the middle school classrooms. Most recently the principal taught grammar and the assistant principal/athletic director teaches a leadership course.
- Classroom observations and evaluations of teachers are completed informally and formally throughout the year to recognize successful strategies and offer suggestions for improvement.
- All school leaders, including classroom teachers, use the Discipline with Purpose program to reinforce age-appropriate skills, and students employing those skills on a regular basis are recognized at a monthly assembly.
- The Parent Teacher Organization (PTO) and Boosters Club provide active support of school programs. The principal meets weekly with the PTO officers and monthly with the full Board to plan activities and programs that build community and relationships. The assistant principal/athletic director meets monthly with the Boosters Club and supervises all extracurricular athletic activities sponsored by the school.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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*The purpose of this addendum is to obtain additional information from non-public schools as noted below.*

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$4866
1	\$4202
2	\$4202
3	\$4202
4	\$4202
5	\$4202
6	\$4202
7	\$4202
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$6075  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$298
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      14%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	649	651	635	632	633
Number of students tested	31	38	38	34	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	692	667	668	663	660
Number of students tested	37	38	36	34	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	686	677	687	680	678
Number of students tested	39	39	37	31	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	691	689	704	681	700
Number of students tested	33	34	23	20	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	705	724	720	698	717
Number of students tested	36	23	18	29	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	660	667	650	647	647
Number of students tested	31	38	38	34	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.



## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	685	668	670	679	673
Number of students tested	37	38	36	34	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	679	678	690	679	689
Number of students tested	39	39	37	31	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	696	703	713	690	710
Number of students tested	33	34	23	20	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, 10th ed.</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson/Harcourt</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	708	711	713	710	715
Number of students tested	36	23	18	29	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** No subgroups are reported within the Diocese of Little Rock Office of Catholic Schools. Additionally, we have no grade-level subgroups totaling 10 or more students. No students are alternatively assessed. All students in grades 1-7 are tested together. PreK and Kindergarten students are not assessed. Stanford Achievement Test, Ninth Edition, was used in April, 2009.